

# etc

magazine

City College of San Francisco | Spring 2019



**MAKE UP YOUR OWN**

*Pronouns evolve to reflect the gender spectrum*

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# etc magazine

Editor in Chief

Emily Huston

Managing Editor,  
Visuals

Janeth R. Sanchez

Design Director

Amanda Nelson

Staff Writers and  
Photographers

Amal Ben Ghanem  
Au'Vious Burston  
Ana María Hernández  
Sabrina Legaspi  
Daniel Murphy  
Amanda Nelson  
Ashley Ornelas  
Adina Pernell  
Franchon Smith

Illustrator

Tiffany Zhu

Senior Copy Editor

David Mamaril Horowitz

Copy Editors

Antoinette Barton  
Michael Toren

Adviser

Jessica Lifland





#### On the Cover:

Photo by Janeth R. Sanchez/Etc Magazine. Hold Sall Vesselényi fills in their eyebrows at the Ocean Campus cafeteria before getting started with homework. Sall Vesselényi prefers to be identified with the non-gendered pronoun “they.”

#### Back Cover:

Design by Natalia Gajos

#### Special Thanks:

Etc Magazine would like to thank Colin Hall, John Seckman and Lorraine Leber’s design students for submitting their back cover promo ad designs. Manuel Saballos, our Mission and Ocean Campus Media Center lab technician. Our printer Sanjay Sakhuja with DPI Printing. And Muddy’s Cafe, for allowing our editing staff to meet there.

#### About Etc Magazine:

Etc Magazine is an award-winning student publication. It is written, edited, photographed, illustrated, designed, produced and distributed by students enrolled in the Journalism program at City College of San Francisco.

The magazine is devoted to fair and objective reporting. We cover the important issues facing the college, its students, faculty, staff, administration and the surrounding community. Any opinions expressed in the publication represent the views of the students who authored them. Etc does not purport to represent the views of the school’s administration. The magazine comes out twice a year: once in the spring and again in the fall.

# Editor’s Note

Former City College journalism instructor Jon Rochmis used to tell his feature writing students, “A story should offer the reader a window into a world.”

A well-written article plunges you into the lives of strangers. By the article’s end, hopefully those strangers are closer to friends.

So let’s dispense with the pleasantries and start with some introductions. In this issue, three stories center around the successes and struggles of immigrants who’ve left their homes to live in the U.S.

Through a shared plate of *baon* and a supportive counseling staff, Sabrina Legaspi’s “A Bridge Between” features the Tulay resource center, a slice of home for Filipino students at City College.

Ashley Ornelas’ “On Their Own” showcases an oral history project and subsequent book that gives public voice to the unaccompanied minors crossing the border into the U.S.

Amal Ben Ghanem profiles City College journalism student Andy Damián-Correa’s painful journey to the U.S. in “No Longer Afraid.” I’ve never seen Andy—a former Etc staffer—come to class without a smile on his face, so I had no idea of the harassment, violence and loneliness he endured to make it in San Francisco.

As a historically Latino neighborhood, the Mission is still home to many immigrants and their daughters. In “Mission Girls,” Janeth R. Sanchez and Ana María Hernández let us peek into the lives of young girls of color at an after-school program in the rapidly gentrifying neighborhood.

“Its Name is John” offers a new take on gender and identity through students John Paul Krause and Hold Sall Vesselényi. Adina Pernell and I explore how Swedish, Finnish, English and other languages are evolving to keep up with new pronouns in the gender spectrum.

My story “City College Roots” transports you to two city blocks of vegetable beds, hummingbirds and flowering perennials in the Inner Sunset that serve as a dedicated space to San Francisco’s sprouting crop of organic gardeners.

In “Stitching Success,” Daniel Murphy writes of the broad achievements of City College’s Fashion Department students and alumni. The department offers scholarships, fashion show experience and faculty mentorship to help students gain traction in the industry.

David Mamaril Horowitz and Au’Vious Burston report on the status of City College’s free tuition program. The question remains: Will Free City continue for students who depend on it for years to come?

The issue was a team effort based on the talents of our student staff of writers, photographers, editors and designers. Our fearless faculty adviser Jessica Lifland led the charge.

Feel free to reach out at [info@etc-magazine.com](mailto:info@etc-magazine.com) with comments, questions or stories of your own.

If an article opens up a new window to you, even if only for a moment, our work paid off.

Emily

Emily Huston, Editor in Chief



Above: Former Supervisor Jane Kim, left, and City College Trustee Ivy Lee, right, pose in front of the City College Chinatown Center. Together they spearheaded the pilot program known as Free City, which has provided City College tuition to San Francisco residents. (David Mamaril Horowitz/Etc Magazine)

Below: "FREE CITY is just the beginning" flashes across the City College marquee at the southwest corner of Ocean Campus. (Au'Vious Burston/Etc Magazine)

# FREE CITY - WHAT'S NEXT?

**City College students dependent on free tuition program hope their education will continue**

Story by Au'Vious Burston and David Mamaril Horowitz  
Illustrations by Tiffany Zhu

“Free City is just the beginning” flashes across the marquee at Ocean Campus.

The pilot program known as “Free City” is nearing the end of its original two-year duration, after gaining recognition nationwide for granting free tuition to San Francisco residents and small stipends to lower-income resident students.

It’s why Joy Odrobina, 37, enrolled. The single mother and part-time security guard believes a higher







**"If Free City ended, I wouldn't be able to continue school."**

**- Joy Odrobina**

education is her best bet at making enough to provide a university education for her children ages 4, 5, 6 and 11.

"That's why I came back to California, to take advantage of the tuition at City College," says Odrobina, who took the trip from New York, where she spent three years with a financial services company.

For first-generation Latina student Anshi Aucar, 23, Free City motivates her to accomplish more. "It gives me freedom to know I have resources available to me," Aucar says. "It gives me hope that I can achieve more than the generation before me."

And for thousands of others, the pilot program has enabled the beginning or

renewal of their higher education. Free City's debut saw credited enrollment grow by nearly 4,000 students, according to college enrollment data.

"There is no gap, no distance whatsoever, in all of our support for Free City—period," City College Chancellor Mark Rocha said at the Dec. 6, 2018, City College board of trustees meeting.

The original Free City contract between San Francisco and City College was set to expire at the end of spring. Both parties amended the contract in February, extending financing through the end of this summer.

San Francisco has also approved Free City funding for the 2019-2020 academic

year, according to Leo Chyi. He is the chief financial officer of the Department of Children, Youth & Their Families, which oversees the implementation of Free City.

But the contract must be updated before the start of the fiscal year, July 1, to include the next academic year. Otherwise, Free City could come to a halt at the end of this summer.

"If Free City ended, I wouldn't be able to continue school," Odrobina says.

City College administrators insist the program will continue for the next year because funding has been set aside. School registration already notifies San Francisco residents registering for fall classes that they are eligible for Free City.

"It's free. It's free. It's free," Rocha says about the 2019-2020 academic year. "Any San Francisco resident has nothing to worry about. I can tell you without any doubt that the Free City program will continue."

### PROLONGING A LIFELINE

Last December, the San Francisco board of supervisors placed a charter amendment on the 2019 ballot to extend Free City 10 more years. San Franciscans will vote on the measure this November.

The proposal would allot between \$15 million and \$16.4 million annually from the San Francisco General Fund for Free City, beginning fall 2020.

"I think it's our job to advertise and make sure we have voters on board," says Anne Vanderslice, a counselor at Disabled Students Programs and Services. "We'll have smaller enrollment without it, and the students who need education the most won't have access to it."

City College's original bid for free tuition came to fruition in 2016 when Proposition W, promoted to voters as a measure to fund Free City, won about 62% of the city vote. People with property worth at least \$5 million began paying 0.25% to 0.5% more

"I'm trying to be somebody  
and be able to contribute  
back to society."

- John Gallo

on their property transfer tax toward San Francisco's General Fund.

Two months later, San Francisco and City College agreed on the contract, guaranteeing free tuition for residents who have lived in San Francisco for one year or longer.

Many students await confirmation that the program will continue. San Francisco native Siobhan Boland, 37, who recently returned to school at City College after 15 years, is among them.

She attempted suicide two years ago following a history of trauma, ineffective treatment and abusive work conditions. When she returned here from New York, she was elated to learn about Free City.

"For me it's an invaluable resource because it's very hard to restart your life without help," Boland says.

While she had previously dabbled in comedy, she now finds it difficult to take the stage and copes with chronic psycho-

"I would be almost completely deadlocked in my state of life at 37 years old without Free City." - Siobhan Boland

logical and physical pain. This semester she enrolled in an improv class offered by the City College theater department with the hope of reviving her creative career.

Free City allows her to attend school full time, but she might not be able to continue next semester without it.

"I would be almost completely deadlocked in my state of life at 37 years old without Free City," she says.

City officials are optimistic that the program will continue uninterrupted.

"If some new major City and County of San Francisco budget problem or policy change were to occur, it is possible that the funding for the program would be revisited," Chyi stated.

"But at this time, that doesn't seem likely in my opinion," he concluded.

### UNDERFUNDED BY MILLIONS

Even if Free City continues, its current design is unsustainable, chancellor Rocha said in December. The proposal to extend the program 10 years is particularly important for City College because it would fully fund Free City, rather than leaving City College to shoulder debt from the program.

City College no longer collects tuition from San Francisco residents because Free City is supposed to cover the cost. However, more students are enrolling than Free City budgeted for. The program's first year left City College \$2.5 million in the red.

It's largely a consequence of the late Mayor Ed Lee's decision to allocate Proposition W

money, \$45.3 million in 2018 alone, away from City College. The November 2016 measure did not mandate that the money be spent on Free City, but proponents of the measure expected it.

The majority of Proposition W's cam-

paigners promoted the measure as a free tuition program. The board of supervisors passed a resolution on July 12, 2016, to prioritize funding for Free City. It also voted on January 10, 2017, to allocate \$9 million in academic year 2016-2017 to kickstart Free City.

Nonetheless, in favor of prioritizing other items such as homelessness, transportation, the library preservation fund and children's services, Ed Lee proposed allocating only \$9.5 million to spread over three years. This is about 60% or \$4.7 million per year short of what the school needs to run the program.

"The mayor basically said he wasn't going to spend that money and he wasn't going to start the program," recalls City College





English teacher Alisa Messer, the former president of City College's faculty union the American Federation of Teachers 2121.

Former supervisor Jane Kim, who spearheaded Free City alongside Messer and AFT 2121, pushed back and convinced Lee to provide \$11.2 million toward the program over two years.

"We know that community college is often the institution that allows our working class to rise into the middle class, and we know that there are barriers to attending City College today," Kim said when she introduced a Free City resolution at the May 24, 2016, board of supervisors meeting.

City College student John Gallo, 47, is the first in his immediate family to attend college and saw community college as a way up.

The Delaware native, who lives with post-traumatic stress disorder, has been taking classes at City College for a decade. With an associate degree in science under

"I think Free City is a sign of hope for the college. It's a reminder of how much the city actually values education." - Ivy Lee

his belt, he's transferring to San Francisco State University this fall to major in sociology and become a caseworker.

"I'm trying to be somebody and be able to contribute back to society," he says.

Gallo lives in a single-room occupancy

unit, a small room typically reserved for those with low income—but he refuses to continue residing in one. For him, education is the way out.

He would like for Free City to increase the stipends, which supervisor Kim called a crucial part of the program for helping students pay school-related expenses outside tuition. Due to the program's lack of funding, the stipends, which were \$500 maximum for full-time and \$200 maximum for part-time students, were shaved in half down to \$250 for full-time students and \$100 for part-time students per semester.

#### **RELIEF IN CRISIS**

Free City has garnered praise from nearly every San Francisco supervisor and Mayor London Breed. City College's administration is even paying \$750,000



annually to market itself as "Free City."

That's in addition to the City College's total debt of \$5 million so far due to the program's lack of funding.

Meanwhile, the school's projected deficit has risen to nearly \$32 million, according to college administrators.

City College revenue, which mostly comes from the state of California, has been based on student enrollment. College administrators largely attribute the deficit to having fewer students enroll than expected—bringing in less money from the state—while spending as if they'd met their expectations.

Chancellor Rocha says offering low-enrolled courses also loses too much money. To rectify it, his administration is prioritizing classes that serve more students and make more money per teacher—at the cost of cutting around 400 low-enrolled courses by 2025.

Next semester, the administration plans to cut full-time equivalent faculty from 600 to 500, according to a February 2019 board of trustees presentation.

Faculty union president Jenny Worley disagrees that City College needs to prioritize high-enrolled classes to combat the deficit. She instead attributes the deficit to the administration spending normal amounts despite under-budgeting for categories such as part-time hires.

On top of it all, City College already had an \$11.5 million deficit in fall 2018, down

from a \$25 million deficit the previous year. The school never fully recovered from its accreditation crisis in 2014, which almost closed the college for 80,000 students and drove away many who

feared they would lose courses and credits.

The administration stated that failing to balance the

budget could risk sinking the college into another accreditation problem.

As the college community copes with the consequences of a ballooning deficit, the aid provided by Free City has become all the more critical for the students who struggle most.

"I think Free City is a sign of hope for the college. It's a reminder of how much the

city actually values education," says City College trustee Ivy Lee, who helped draft the original Free City legislation as a legislative aide for Kim.

City College student Juliette Barasch, 23, signifies what is at stake if Free City is not renewed. They left universities in Ohio and then Chicago before moving to San Francisco in 2016. They now owe an estimated \$90,000 in student loans.

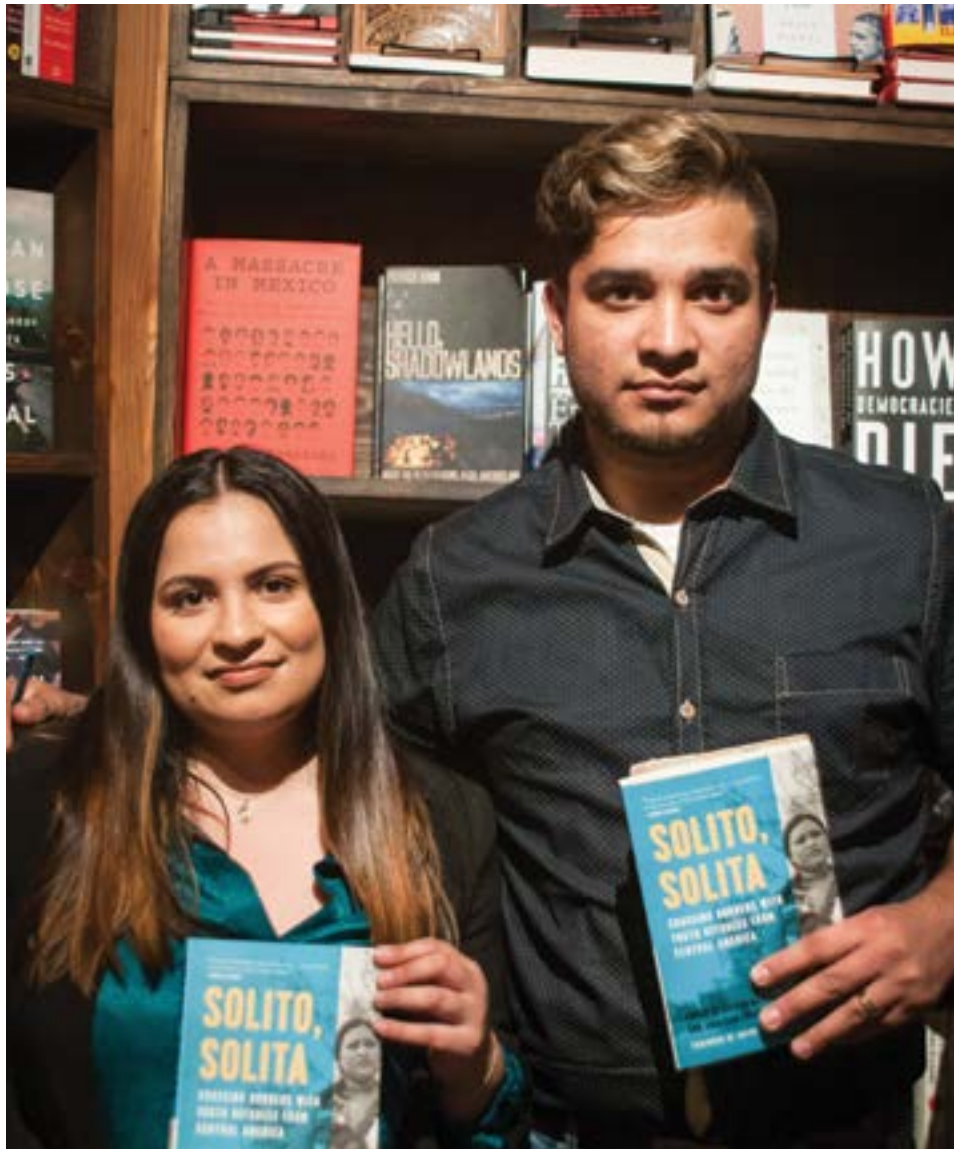
Free City enables them to continue taking classes full-time without falling further into debt. The teachers here, they added, have been top-notch. Now, they're prepared to transfer back to a university.

"I feel like I've gotten an incredible education of serious quality," Barasch said.

Leslie Milloy, the City College chief of staff to Rocha, says she expects the Free City contract to be wrapped up in May. But Kim says the contract ideally should have been negotiated, approved and signed before fall 2019 registration even began.

On the line are thousands of San Francisco college students waiting for a commitment that the city will continue carrying out the will of voters—that education should be a human right, there for those who need it most.





Soledad Castillo, left, and Gabriel Mendez, right, pose at a book launch promotion for “Solito, Solita” at Manny’s bookstore and cafe. Their stories are featured in the new book edited by City College instructor Steven Mayers and Pulitzer Prize-winning writer Jonathan Freedman as part of the Voice of Witness project. (Franchon Smith/Etc Magazine)

# ON THEIR OWN

## Unaccompanied minors tell their border crossing stories

Story by Ashley Ornelas

Steven Mayers, a City College English instructor and oral historian, thinks about Julio Zavala every day.

“I’ll never forget about any of them,” he says. Mayers and his colleague Jonathan Freedman tell the stories of Zavala and other immigrants in their new book “Solito, Solita.”

By age 6, Zavala’s parents had separated, his abusive uncle had tried drowning him in a river, and his mother had stopped feeding him and kicked him out of the house. He started smoking weed he found in the trash on the streets of Honduras and became involved with gangs. When he was 14, he crossed three borders on his own.

Zavala’s story is one of 15 youth refugee narratives told in the book “Solito, Solita: Crossing Borders with Youth Refugees from Central America,” edited by Mayers and Freedman. The book is part of the Voice of Witness project, VOW, which began as a multi-author book series that used oral history to “illuminate the stories

of people impacted by injustice in the U.S. and globally.”

The VOW book series was co-founded by author Dave Eggers and physician Lola Vollen in 2005. It was turned into a non-profit organization with an educational component by writer and educator Mimi Lok three years later.

*“In a certain way every life is equally beautiful, equally full of torments.” - Jonathan Freedman*

Mayers incorporates the VOW educational program into his English 1A class titled “University Reading and Composition: Writing from Exile.” For the past six years, he has taught his class about the power of oral history in humanizing those impacted by injustice.

Mayers assigns a final project that requires interviewing an immigrant: a family member, a friend or a stranger they connect with. If there are students in his class who are immigrants themselves, he encourages them to be interviewed as part of someone else’s project.

Mayers has moved nine times between three countries in the span of 20 years. “I’ve always been drawn to the narratives of immigrants,” he says.

Beyond teaching students about interviewing and oral history, Mayers’ class has students engage with immigrants on a personal, compelling and often relatable level.

What began as a class assignment turned into a four-year book collaboration between Freedman and Mayers.

Freedman won a 1987 Pulitzer Prize for his series of editorials published in the San Diego Tribune between 1981-1986, which explored illegal immigration through different points of view. He not only covered the topic of immigration, but also wrote about the lives of immigrants and told their stories.

The series received so much acclaim that it was read in Congress and led to the first immigration reform act in 34 years. Signed into law by President

Ronald Reagan, the Immigration Reform and Control Act of 1986 resulted in the legalization of 2.7 million undocumented immigrants who had crossed the U.S.-Mexico border.

Freedman now volunteers at the City College English lab, where he has led a weekly writing workshop there since 2014.

Mayers connected with Freedman through the English lab, and together they began traveling the U.S. and Mexico to talk with migrants and refugees.

Several narratives included in “Solito, Solita” draw from interviews conducted at the “casas de migrantes,” sanctuary camps in Mexico that provide shelter and resources to Central American migrants seeking asylum in the U.S. Some narratives were also collected from interviews conducted in legal aid organizations, notably the East Bay Sanctuary Covenant in Berkeley.

“We were interested in the power of their stories,” Mayers says. He and Freedman wanted to explore what drives a minor to leave the only home they know for a

foreign country.

The title means “Alone, Alone,” which reflects how most of the refugees in the book travelled north as unaccompanied minors, hoping to find their way into the U.S. The book provides personal perspectives on the controversy over the U.S.-Mexico border.

“We want to change the conversation,” Freedman says. Their goal is for readers “to get to know young people that could be your children, your brothers, your sisters” in a way only literature can “speak to the deeper issues of humanity—the universal issues of love, courage, faith.”

“In a certain way every life is equally beautiful, equally full of torments,” Freedman adds.

Each narrative is the chronological life story recollected by each youth refugee during their interview. The stories were transcribed and translated into English with the help of several volunteers and edited by Mayers and Freedman.

Soledad Castillo is a former City College student who completed Mayers’ class while attending Freedman’s workshops. In the book, her story is the first narrative: a harrowing tale of the life that she fled from in Honduras.



Steven Mayers, left, and Jonathan Freedman, right, editors of “Solito, Solita,” pose outside of Batmale Hall on Ocean Campus. (Franchon Smith/Etc Magazine)



Her father immigrated to the U.S. when Castillo was 5, and she was left to grow up with an alcoholic stepfather who sexually abused her. Castillo confided in her mother who didn't believe her and responded by sending Castillo away to be a servant to her stepfather's relatives. Castillo was 12.

Soon after, Castillo became sick. She was misdiagnosed with lupus and given a medication that caused starvation, skin peeling, and bone weakening. When a doctor stated that she only had two or three days left to live, Castillo, out of desperation, forced her weak body out of bed and broke her leg on concrete stairs.

Waking up from surgery at a private hospital, Castillo found out she did not have lupus. Her file had been switched with another's. Because of this mistake she took 15 pills per day and endured excruciating pain for two years. She immediately began to recover once she stopped taking the medication.

Her father, notified of Castillo's lupus by her aunt, paid for all of her medications and surgeries from the money he made collecting bottles on the streets of Hayward. He returned to Honduras to

see his daughter and after a three-month visit, Castillo convinced her father to bring her on the dangerous trip back to the U.S., explaining that she had nothing left in Honduras. Castillo was 14.

During the trip across the border, she was sexually harassed by gangsters on the back seat of the bus while her father unknowingly sat in the front. She had to

because his ex-girlfriend's parents did not approve of "a kid from the streets."

Zavala was exposed to gang members throughout his youth. Due to his street savviness, he was sometimes in a position to help them.

"I made the decision to turn to the gang members for protection," he says, because each time he ran into his abusive uncle it

"Castillo's blank wall we remember from our first visit is now covered with eight framed certificates."

- Steven Mayers

share the floor of numerous vans with about 25 people, all laying under cardboard to avoid being seen. She walked seven hours through the Mexican desert with a liter of water and a can of beans.

Castillo now has an associate degree in sociology and social science, a certificate in Latino studies, a bachelor's in liberal studies and minor in criminal studies. She works with children of prisoners in Child Protective Services, is an advocate for foster children's rights in Oakland and hopes to get her master's in social work.

"The blank wall we remember from our first visit is now covered with eight framed certificates," Mayers says after returning to Castillo's home years after having first met her.

Freedman and Mayers observed that those who received support were more successful. "Those that didn't have some sort of support have struggled more," Freedman says.

Zavala, the young man who was on his own in Honduras when he was 6, told his story to Mayers and Freedman, "sobbing while pounding his fists on the arms of the chair."

By the time he was 14, Zavala found out he was a father but was not allowed near his son

would feel more intense.

As part of the gang initiation, they asked him to kill a stranger. He couldn't do it, but they gave him a second chance. This time he was told to kill his own family. He went to his mother's house, but once he saw his little cousin and his pregnant aunt, he could not follow through. Zavala abandoned his guns and left for the U.S. He was only 14.

He secretly paid a visit to his ex-girlfriend and met his baby boy once before leaving Honduras. Then Zavala walked completely alone with blistered feet down railway tracks, up mountains and swam at night across the Rio Grande. He witnessed a girl getting raped, was approached by gangsters in several Mexican cities and contemplated suicide many times.

Caught by border patrol in the U.S., Zavala was immediately placed in prison. Freedman says the American penal system does not provide the necessary social and psychiatric services it should. "(Those) who are forced into crime are the people who don't get that care."

Zavala endured detention centers, maximum security prison, solitary confinement and the trauma that comes with such punishments. After being released, Zavala became addicted to opioids and died from an overdose in April 2018.

The young refugees who had help were able to grow and succeed. Gabriel Mendez, for example, was born to teenage parents in Honduras who rented rooms to his cousins as a source of income. Mendez's cousins sexually abused and raped him since he was 7, too young to understand what was happening.



Gabriel Mendez looks through the the U.S.-Mexico border fence from the San Diego side while revisiting the border. (Courtesy of Jonathan Freedman)



Gabriel Mendez, left, shares some literature about immigration with Soledad Castillo, center, and Jonathan Freedman, right, during the “Solito, Solita” book promotion event at the University of California, Berkeley Latinx Research Center. (Janeth R. Sanchez/Etc Magazine)

“The same thing, day after day, for a year. Was this normal?” Mendez asks in his narrative.

On his 14th birthday Mendez decided to go to the U.S. to be with his mother. After

With the help of a doctor, a therapist, a social worker and several teachers, Mendez was able to pursue a new life. He now attends University of California, Berkeley and is majoring in social welfare,

As hard as it is for each youth refugee to share their story—in a way reliving the events they overcame—the process can be therapeutic.

bribing Honduran police, crossing the river from Guatemala into Mexico at 5 a.m., riding an intercity bus to avoid the dangers of La Bestia—a network of Mexican freight trains often used by migrants heading to the U.S.—and confronting gangsters in Mexico, Mendez finally reached a safe house in Texas.

public policy and Spanish. He works at San Francisco International High School, tutoring and mentoring immigrant students whose stories remind him of his own.

“Solito, Solita” was officially released on April 2, with several book launch events that followed. After the narratives, the book concludes with a chapter called “Ten

Things You Can Do,” meant to inspire all citizens to play a part in supporting immigrants and refugees. The list encourages readers to “learn about U.S. policies in Central America and voice your opinions.”

As hard as it is for each youth refugee to share their story—in a way reliving the events they overcame—the process can be therapeutic.

“I think this is part of the healing process,” Castillo says. She shares her story for all of the young girls who might be listening, so they too know they can overcome hardships and succeed.

Mayers continues to teach English 1A: “Writing from Exile” each semester. He continues to spread the importance of oral history as a way of gaining new perspectives “from the human side up.”

# Its Name Is John



*Mana prefers the pronoun "it" when referring to itself and recently changed its name from John Paul Krause to embrace its nonbinary identity.*

## Pronouns adapt to reflect the full gender rainbow

Story by Adina Pernell and Emily Huston

Photos by Janeth R. Sanchez

“He,” “she,” “it,” “they”... pronouns may just be words to some. Historically, with “he” or “she” comes identity and a sense of autonomy. For others, a chosen pronoun allows them to navigate the world without gender expectations.

Twelve percent of people ages 18-34 identify as being neither male nor female, according to a 2017 survey conducted by the LGBTQ advocacy organization GLAAD.

An individual’s gender identity, or internal sense of gender, may not match their external gender expression via name, behavior, voice or physical characteristics.

Compared with the younger generations, only 6% of Generation Xers and 3% of baby boomers identify as neither male nor

female, according to GLAAD. Although baby boomers may seem less likely to be non-conforming, growing up, their limited vocabulary of the gender spectrum may have simply confined them to the gender binary.

In comparison, more recent generations have developed language enabling them early on to identify outside gender norms. “There’s a whole rainbow of identities,” says Ardel Haefele-Thomas, chair of LGBT Studies at City College and author of the textbook “Introduction to Transgender Studies.”

Haefele-Thomas identifies as transgender and genderqueer. The former refers to people whose gender doesn’t correspond with the one they were assigned at birth, while the latter acts as a catch-all

for people who can’t neatly fit their gender identity into a male or female box.

Haefele-Thomas prefers to use the pronoun “they” when referring to *themselves*. Assigned female at birth, *they* “never felt quite right” with the gender binary. *They* originally came out as lesbian in the ’80s, when there was little information about trans or nonbinary persons.

In many ways John Paul Krause is a typical City College student. With a professional background in engineering, Krause is also a self-taught musician influenced by soundtracks of ’80s-era video games. By returning to school, Krause hopes to integrate a knowledge of computer science with a passion for musical expression and visual art.

Krause, who at the time of publication





Mana, left, greets Hold Sall Vesselényi, right, who prefers the pronoun “they” at the Ocean Campus cafeteria. The two talked for a bit to catch up and then sat together while working on their school assignments.

changed *its* name to Mana, prefers to use the lesser known gender neutral pronoun “it” because the word “removes boundaries.”

“My life is completely about freedom,” Mana says. “So by using ‘it’ as a pronoun, I am not greater or less than anything.”

City College professor and advisor at the Queer Resource Center, Mark Piper, considers the issue of gender neutrality from a historical perspective. Piper, who uses the pronoun “he,” notes that each decade has had its own fight for equality, citing the Black Power revolution of the ’60s and ’70s and the gay pride movement in the ’80s.

David Bowie set the stage when he challenged existing ideas about masculinity by wearing feminine makeup and costumes. Around the same time, Bay Area musician Sylvester, known as “The Queen of Disco,” openly embraced a genderqueer aesthetic before the term even existed.

Many millennials and post-millennials are continuing to redefine gender, relationship models and the language used in this new conversation—one that Piper says is “long overdue.”

“They,” “them” and “their” pronouns are becoming more common in everyday language, but there is a host of other pronouns, such as “zie,” “zim” or “zir” and “sie,” “sir” or “hir” among others.

“Gender as a concept is not useful the way it is used,” Mana points out. “There

are other languages that only have one pronoun.”

For instance, the Finnish language forgoes gender-specific pronouns altogether. In Swedish, the gender-neutral pronoun “hen” was first coined in 1966 and gained broader use in the LGBTQ community in the ’90s. It was accepted into the Swedish Academy Dictionary in 2015.

Although more conservative Swedes still avoid its use, “hen” has gained more mainstream acceptance since the publication

of a 2007 article in the Swedish magazine *Språk*, which poses the question “hon eller han?” (he or she?). Five years later, the pronoun was used in Sweden’s first ever gender-neutral children’s book, Jesper Lundqvist’s “Kivi & Monsterhund.”

But “hen” is more formal, says international City College student Hold Sall Vesselényi, who prefers the pronoun “they.” Vesselényi says that much of the Swedish

Changing the law is one thing, but changing ingrained attitudes about gender expectations is another.

LGBTQ community uses the less formal pronoun “den,” which translates to “it.”

To Mana, humanity is intimately connected with our ecosystem, and *it* rejects a prescribed social pecking order. “The idea that there’s a hierarchy has been created by humans,” Mana says. “If we refer to the sun, moon, earth, animals, plants and all these things that surround us as ‘it’ then I also want to be referred to as ‘it.’”

As more people choose to identify as gender-neutral, government policies around gender in the U.S. and abroad are slowly changing.

Gender classification can affect a person’s access to employment, healthcare and



Sall Vesselényi, left, and Mana, right, study together at the Ocean Campus cafeteria.



Mana talks to Adobe Books' host, who goes by the name Bloodflower, as it sets up a soundboard before performing at the Mission District bookstore.

voting rights, all of which require a valid ID. However, many legal forms still offer only two checkboxes: male or female.

Some states have adapted to reflect the expansion of gender identities. Legal documents like driver's licenses and birth certificates now list the nonbinary gender "X" as an option in nine states including California and in Washington, D.C.

However, most nonbinary U.S. citizens have little say on how their states identify them in official documents.

Governor Jerry Brown signed the Gender Recognition Act in 2017, which gives gender non-conforming California residents the right to a nonbinary legal designation on birth certificates and driver's licenses.

The bill went into effect this year and acknowledges a variety of nonbinary designations that includes agender, gender-queer, gender fluid, Two Spirit, bigender, pangender, gender-nonconforming and gender variant.

The federal government has not yet followed suit.

American passports still misrepresent nonbinary citizens. The U.S. State Department website states, "the only sex markers available for a U.S. passport are male and female."

Many legal forms still offer  
only two checkboxes:  
male or female.

Over spring break, Haele-Thomas used *their* passport to travel to Belfast in Northern Ireland to speak at a conference about trans history. While travelling, *they* were forced to assume an identity false to *them*. "Here I go with my passport with 'she' and I'm just going to have to basically get through it," Haele-Thomas says.

In August 2017, Canada became the first

country in the Americas to allow the use of a nonbinary marker "X" on passports.

"Canada's light years ahead of us," Haele-Thomas says, calling it "the best place to fly as a nonbinary, trans person."

Meanwhile, the Swedes and Finnish have implemented progressive gender policies.

Vesselényi, originally from Gothenburg, Sweden recalls, "When I changed in sixth grade, I felt very other. I was bullied at school since kindergarten."

Vesselényi says *their* bullies were raised to believe that "if you were assigned female at birth, it's important to be a certain way, and if you were assigned male at birth, it's important to be another way."

Some schools in Sweden now make a habit of addressing students with gender-neutral pronouns. They encourage boys and girls to play and socialize in ways that are traditionally associated with the opposite gender. Textbooks and storybooks reflect gender neutrality as well.

"Stories that support a strict gender



binary? Gone. Stories that socialize girls to be girls and boys to be boys? Gone,” Haeefe-Thomas writes in *their* transgender studies textbook.

Although gender neutrality is gaining ground, pushback is inevitable. In the U.S., the current administration recently banned transgender persons from serving in the military. “With our current administration, we’re going backwards,” Haeefe-Thomas says.

Changing the law is one thing, but changing ingrained attitudes about gender expectations is another.

“Day-to-day, everywhere I go, I get read as a woman. It gets tiring after a while,” Haeefe-Thomas says. After eight years of using gender-neutral pronouns, *they* face resistance to their preferred pronouns, even within the LGBTQ community.

The establishment of gender-neutral bathrooms at City College has been slow. At Ocean Campus, the school recently converted the first floor bathroom in the Creative Arts Building into an

gender-neutral facility.

After the administration converted the bathroom, a vandal spray-painted W’s where the sign for “Women” used to be. Later the administration reverted the

all 11 City College centers. This reflects a California law mandating that all single occupancy restrooms in businesses, government buildings and public spaces be identified as all-gender.

“If we refer to the sun, moon, earth, animals, plants and all these things that surround us as ‘it’ then I also want to be referred to as ‘it.’” — Mana

all-gender sign back to its original binary form.

“We’re sad and angry at the continued vandalism of the all-gender bathrooms,” say Jennifer Dawgert-Carlin and Natalie Cox, members of the all-gender bathroom subcommittee.

As the nonbinary population rises with younger generations, bathrooms will be forced to adapt. The Facilities Department announced recently that all-gender restrooms will be made available across

There’s a push toward a new narrative, one that recognizes the legal rights of all individuals, no matter their gender identity or whether they use the pronoun “she,” “he,” “they,” or “it.”

“With pronouns, it’s a matter of respect,” Piper says. “I’m very encouraged by the new generation, but change does scare people. You have to change. That’s a part of the human evolution.”

*Note: For clarity, gender neutral pronouns have been denoted by italics.*



Hold Sall Vesselényi fills in their eyebrows while applying makeup between classes at Ocean Campus. They prefer the pronoun “they” as part of their nonbinary identity.





# NO LONGER AFRAID

## A gay man's journey to forget and forgive

Story & Photos by Amal Ben Ghanem

“Andy Damián-Correa said nothing as the therapist asked him questions. Now living in San Francisco and attending City College, Andy is openly gay—but he never came out in Mexico, where being gay meant staying silent.

As a boy, he liked to play house with his girlfriends and always chose the role of mom. He enjoyed dressing in his mother's clothes and dancing. He did these things because they felt good,

but it was not considered normal little boy behavior. As a result, he suffered verbal and physical harassment and abuse at the hands of neighbors, classmates, co-workers and his closest family.

Andy grew up in a home where violence was always present. His father beat his mother and directed his anger toward Andy. He hated his son's effeminate behavior.

“Sometimes, when he hit me with his

belt, he made sure to grab it in a way the buckle hit my skin,” Andy says. “Once he beat me until my back began to bleed. My mother had to take me to the hospital. Today, I still have some scars on my back.”

When Andy was 11, his father would tell him they were going to visit prostitutes. He recalls his father saying, “I’ll take you to a woman who will turn you into a man.” His father's words stung as much as the physical abuse.



Above: Andy Damián-Correa cleans his face as part of his morning routine before heading to work.  
Previous Page: Andy, center, has dinner with friends at Na Ya Dessert House in the Richmond District.

Andy's mother tried to protect him from his father, but she never accepted his sexual orientation. "My mom often asked me whether I had a girlfriend or wanted to marry a woman," he says. He recalls her saying things like "People can always change."

Andy felt completely rejected and wanted to change for his family. He started playing soccer, mingling with boys and trying to date a girl, but none of it felt right.

Andy also endured sexual abuse at the hands of an older cousin and of his father's friend, which he never told his parents about. "I was afraid and felt somehow guilty... I hated myself," he says.

At school, things were no better. When Andy was in middle school, a group of students beat him until he lost consciousness and fell into a coma that lasted for three days. "When I am stressed, I still suffer from facial paralysis from this attack," Andy says.

He was constantly harassed and received death threats for "going against nature."

"I was so scared but I had no one to turn to, not even my family," he says.

It is very common for the LGBT community to be abused in Mexico. "The authorities do not investigate attacks where gay individuals are the victims," Andy says. "I never felt safe or protected for the whole of my life in Mexico."

According to an article published in *Al Día*, a prominent Latin American bilingual newspaper, at least 202 murders of LGBT individuals in Mexico occurred between 2014 and 2016. In at least 33 of these cases, the victims showed signs of torture, and 15 bore evidence of sexual violence, the newspaper reported.

Conditions in Mexico are improving, though change is slow. The Mexican Federal Law to Prevent and Eliminate Discrimination was amended in 2014 to include homophobia and violence against sexual minorities, but the reforms came too slow for Andy.

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In February 2006, when he was 24, Andy won a scholarship to come to the United States for a month to study hotel management and English. While training at the Hilton Hotel in Washington, D.C., he had a life-changing experience.

"It was my first time watching impressively gay people celebrate their homosexuality," Andy says. This newfound culture of acceptance made him want to leave Mexico.

When he returned home, Andy started the paperwork to get a J-1 visa, which would allow him to come back to the United States and work for 18 months. He returned to Washington, D.C. in May 2006

"I was afraid and felt somehow guilty...  
I hated myself."

- Andy Damián-Correa

and worked at the Hilton Hotel, where he met other gay people and tried living life openly for the first time.

"For the first time, no one harassed or hit me for being gay," he says.

Andy knew his J-1 visa would expire, so he took steps to apply for an F-1 student visa which would allow him to return to the United States to earn a master's degree



Andy relaxes in his backyard with his friends on a Thursday morning.





*Andy shows off his pedicured feet before going for a swim at Active Sports Club in downtown San Francisco where he works out regularly.*

in hospitality management.

Back in Mexico, Andy completed all the necessary paperwork, but he was faced with a financial hurdle. In order to be granted the visa he needed to have at least \$45,000 available in his bank account. He had some savings but not enough. When Andy asked his family for help, his parents took out a bank loan by mortgaging their house.

Andy came back to Washington, D.C., but struggled financially because his student visa didn't allow him to work. In order to pay his tuition, Andy worked odd jobs that paid cash. He served in restaurants, taught swimming and translated for Spanish immigrant students at the Carlos

Rosario International Public Charter School. Eventually, he earned a certificate in hospitality management.

For months, Andy wondered: Should he stay in the United States, or go back to

*“For the first time, no one harassed or hit me for being gay.” - Andy*

Mexico after finishing his education?

“My dad told me to return to Mexico. He also told me that he would not give his blessing to my degrading lifestyle,” Andy says, adding that his father refused to speak with him from then on.

His father's words hurt Andy deeply. He decided to stay in the U.S. undocumented, and he sought help from two close friends who had also emigrated from Mexico. They both opened their Washington, D.C., homes to Andy, treating him like family.

To seek out better job opportunities, Andy moved to Florida, then Los Angeles and later returned to Washington, D.C., to work as a restaurant manager.

“I had nothing to lose at that time. No family, no legal status, no fixed home, no good job. I was hopping from one place to another trying my chance anywhere,” Andy says.

In Washington, D.C., Andy became involved with a man from San Francisco.





After dating only eight months he convinced Andy to move with him to California, but the relationship didn't work out. One month after moving, they broke up. Andy was alone again.

New to the city, he started to look for friends online and found a nonprofit organization that helps gay Latino men like him called *Hermanos de Luna y Sol*, HLS, which translates to "Brothers of the Moon and Sun."

Through HLS, Andy began attending an organized social support group where he found other Mexican and Latin American gay men.

At first Andy was afraid to share his life story, but then he met other people whose

tragic stories rivaled his own. Andy saw how they were moving on with their lives and decided it was time to move forward, too. Gradually, he gained the confidence he needed to face his fears.

He was ready to talk.

HLS organized his therapy sessions with Mr. Dimas Moncada. "I used to say I'm fine, but inside of me I knew and felt that I was not fine," Andy says.

HLS also helped Andy find a way to gain legal status. They suggested he apply for asylum.

The immigration agent was kind. She first started by asking basic questions like his name and age. Then she asked him to tell her about his life. Andy says, "It was hard and deep."

When she asked why he didn't want to go back to Mexico, he replied, "My life was not safe there. I could be murdered from the moment I get to the airport."

The interview lasted 20 minutes, and he was told to return the following week for a final decision.

Two weeks passed before Andy heard

"They called my name. I went inside and I sat down. Then the immigration agent announced the decision: 'Welcome to the United States!' -Andy

In order to build a case, Andy had to consult three therapists and a doctor. He needed a lawyer to put all his statements together, and he was appointed a case manager by HLS. "The process was too hard and too long. I had to tell the whole story of my life to those people," Andy says.

The entire application took two years.

Once the paperwork was completed, the lawyer submitted it to immigration services. Then they waited.

When Andy finally received a letter from the Asylum Office of San Francisco granting him an appointment, he was happy but also concerned. He didn't know what would happen.

The night before Andy's appointment, he was nervous and couldn't sleep. He asked his friend Abimael "Abby" Flores, 33, to go with him. "I was afraid they would put me in jail. Even my lawyer reassured me that did not happen in San Francisco," Andy says.

Waiting his turn in the hallway, Andy stared at a picture of President Donald Trump on the wall, thinking, "Everything he hates is me: I'm an immigrant, undocumented, Mexican and gay."

Eventually they called him into a room with an immigration agent who held his file. Andy was flanked by his lawyer and his Spanish translator, who allowed him to speak in his native tongue.

anything. Then he returned with his lawyer. "They called my name. I went inside, and I sat down. Then the immigration agent announced the decision: 'Welcome to the United States! You can sign here.'"

Andy was overwhelmed, saying, "When they asked me to sign, I didn't sign right away. I was shocked, and my hands were shivering."

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Although Andy had dreamed of being a journalist, his family disapproved. In Mexico, journalists are routinely killed.

And if that wasn't enough, he couldn't afford to go any farther away from home than the nearby university in Cancun, which did not offer a journalism or communications program. The university specialized in hospitality because of the large tourism industry in the region, so he studied hospitality management. With a degree, he figured he could easily find work to support his poor family.

After Andy received his green card in 2017 and became a permanent resident, he felt free to explore new paths. He started taking journalism classes at City College in the fall 2018 semester.

"City College reminds me that there are opportunities to achieve my dreams," Andy says.

Andy also works full time at the Sir Francis Drake Hotel in downtown San Francisco as a food and beverage outlet manager. He maintains great relationships with his colleagues and seems to be very

orientation and to try to love Andy the way he is—like Andy has learned to love himself.

After a past riddled with violence, Andy

His father said he wants to change, to understand more about Andy's sexual orientation and to try to love him the way he is, like Andy has learned to love himself.

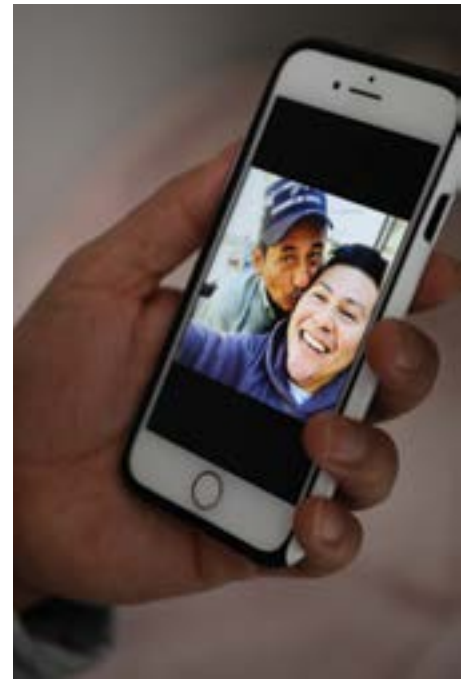
happy in his job, but he wants to explore other opportunities.

After 11 years in the U.S., Andy recently met up with his parents in Florida. "I used to talk to my mom on Skype but seeing her in front of me was different," Andy says of the reunion.

Last December, Andy's father asked for his forgiveness. He said he wants to change, to understand more about his son's sexual

is grateful and relieved for the opportunity to live safely. With a stable job and a promising career at his fingertips, Andy no longer fears being deported. He never stopped working for the life he knew he deserved, and he never gave up to make that hope a reality.

"I remember everything as it was yesterday," Andy says. "But over the years I learned how to forget and forgive."



Andy holds up a cell phone photograph of him and his father Antenor Damián together, taken during their reunion last December in Florida.



Andy chats with co-worker Mirna Albay in a hotel room at the Sir Francis Drake Hotel where he works as a food and beverage outlet manager.





Tulay Counselor Bo Aleonar, left, talks with Sarii Endo, right, at the Tulay resource center. (Amal Ben Ghanem/Etc Magazine)

# A BRIDGE BETWEEN

## Tulay resource center provides a home away from home for Filipino students

Story by Sabrina Legaspi

It's lunch time at Tulay, the Filipino student resource center in Cloud Hall. Three students wander in after their morning classes to study and chat. Not long after, another arrives armed with a box of lemon pepper chicken wings and soda. "I got Wingstop," he says, spreading the meal out across the table.

Everyone digs in, including Irene Joyce Sierra, a second year City College student from the Philippines who came to San Francisco when she was 11.

The move was a huge culture shock. Struggling to learn English, she felt ignored at her new elementary school. Children made fun of her accent, and she withdrew. She became wary of groups.

After graduating from Jefferson High School in 2016, she enrolled at City College and took a course in Filipino history. Some classmates suggested she check out Tulay, the Filipino resource center.

She was skeptical. As a Filipino native, she thought she might not fit in with American-born Filipinos. But she checked it out anyway. She soon realized it was more than just office space.

Tulay (pronounced "tül-eye") is a resource center that provides students with "services to obtain their goals for transfer or to earn an associates degree," Tulay counselor and coordinator Amy Mack says. "Tulay is wrapped around support."

According to the Tulay website, it aims to "empower students





Students find the Tulay resource center to be a comfortable place on campus to study and socialize. (Amal Ben Ghanem/Etc Magazine)

by promoting healthy identity formation and a strong sense of community.”

“Even if you aren’t Filipino—if it’s your first time coming in or if you’re a regular—the energy and the way the staff welcomes you is the same as how people would in the Philippines,” Sierra says.

Tulay offers many services, including peer mentoring, computer access and book loans. Counselors Amy Mack and Bo Aleonar are available full time for both walk-in and scheduled appointments.

“When I came to Tulay for counseling, they helped me figure out what classes I

“I love the student leadership opportunity that we provide here for our students.” - Bo Aleonar

needed to take to get to where I wanted to be,” Sierra says. She wants to focus on completing her prerequisites for nursing and hopes to be accepted into the nursing program at City College or transfer to University of San Francisco.

“Ms. Mack helped me with the process of transferring to SFSU,” City College

alumnus Geordi Galang says. He joined Tulay during his second year at City College and was a peer mentor in English and math. Galang recalls the sense of community and connection he felt there.

While anyone can walk into Tulay, some stay on to become student ambassadors, taking on more responsibility.

“I love the student leadership opportunity

that we provide here for our students,” counselor Aleonar says of the ambassador program. “It’s not just us giving back to them. It’s them giving back to other students. So it’s paying things forward.”

Sierra became a student ambassador for Tulay this spring. Now she does outreach at schools with substantial Filipino population, such as Balboa High School.

Filipino culture is known for its generous hospitality. In the Philippines, even strangers are greeted warmly and asked, “Kumain ka na ba?” which means “Did you eat yet?” Even if the answer is “Yes, I have,” or “No, thank you,” Filipinos will encourage their guests to eat more and send them home with food known as “baon” packed in tupperware, to-go boxes or paper plates wrapped in foil.

The friendliness of the Tulay community reminds Sierra of the Philippines. That hospitality is tangible. Students are met with warm greetings and an occasional shared baon—like a box of chicken wings.

“It’s a cultural space where students need to feel there’s a level of home here for them, whether they’re Filipino or not,” Aleonar says.



Students made necklaces, buttons and origami flowers at a Tulay-sponsored workshop. (Amanda Nelson/Etc Magazine)



Arve Villaruz finishes taping together an origami flower at a Tulay-sponsored workshop. The “swag” she and the other participants made will be given out during outreach to local high schools. (Amanda Nelson/Etc Magazine)

Tulay formed about 15 years ago to address a noticeable need for Filipino-centric support. Filipino student attrition was higher than the school average according to data provided by the California Community College Chancellor’s Office, so several concerned faculty organized the Filipino-American Retention Task Force.

“It’s a cultural space where students need to feel there’s a level of home here for them, whether they’re Filipino or not.”

- Bo Aleonar

Joseph Padua, a retired counselor, spearheaded the effort with Mack as well as student Rick Cantora, who is now the coordinator for the Students Supporting Students program. Dr. Leo Paz, instructor of Filipino language, and retired architecture instructor Nestor Regino also helped.

The administration approved their written proposal in 2006 to create a Filipino student support program.

Its name was inspired by the Puente program, which supports Latin American students. “Puente” means bridge in Spanish. “Tulay” means bridge in Tagalog, the

On a rainy March afternoon, about 20 Tulay students gather for a “swag” workshop to make crafts to hand out during high school outreach events.

Some make “tapigami,” or tape origami. Others string flat wooden beads onto leather strap bracelets and necklaces. The

“Even if you aren’t Filipino—if it’s your first time coming in or if you’re a regular—the energy and the way the staff welcomes you is the same as how people would in the Philippines.” - Joyce Sierra

national language of the Philippines.

For its first year, Tulay was housed at the offices of the Asian Pacific American Student Success Program, APASS, but the space became crowded. Tutoring and counseling services were overloaded. Tulay wanted to separate themselves from APASS and have something uniquely Filipino.

The college administration granted their wish the following year, and they moved into Cloud Hall room 363 with their own dedicated counseling and mentoring staff.

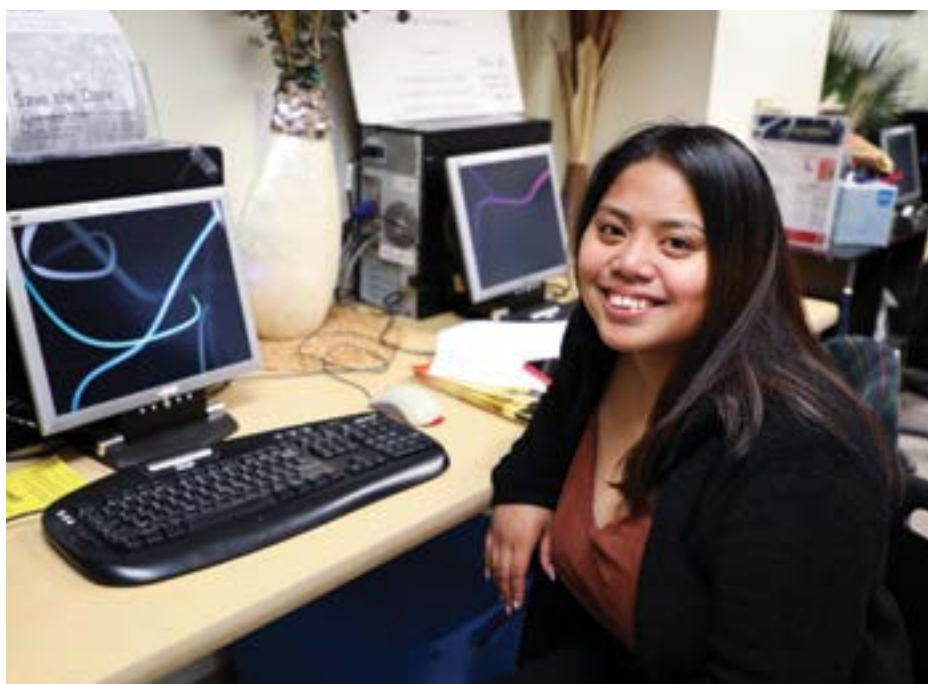
Tulay caters to about 800 City College students a year. They visit Balboa, Burton, Jefferson and Thurgood High School for outreach to potential incoming students.

beads are stamped with a Baybayin symbol for the “Tu” in Tulay. Baybayin is the early written language for Tagalog.

Sierra works the button press, dropping a few on the ground as she transfers the custom beads from the table to the pockets of her white sweater.

Events like these are about more than a button or bracelet. For Sierra, Galang and other Filipino students and alumni, it’s about community—Tulay is their home base.

Sierra says, “Home is where I feel safe, welcomed and accepted, and where I do not have to change who I am to adapt to other people around me.”



Born in the Philippines, City College student Irene Joyce Sierra moved to San Francisco when she was 11. She is now a Tulay ambassador for City College to local high schools. (Amal Ben Ghanem/Etc Magazine)





Chris Krupa, top left, explains to forth grade students from St. Gabriel School that Miner's Lettuce, also known as "rooreh" or "Indian lettuce" was first eaten by the indigenous Chochenyo Ohlone people native to the San Francisco Bay Area.

# CITY COLLEGE ROOTS

## How a hill of sand transformed into a flowering oasis

Story and Photos by Emily Huston

“Holy canola, it’s raining!” volunteer Kate Cragg says, as she brushes off her mud-pocked clothes with a laugh. The drizzle picks up speed but does little to wash away the buzz in the garden.

By the greenhouse, a man washes spinach, rosemary and flowering thyme and a woman ties them into trim bouquets. Past the compost bins, a volunteer pushes a wheelbarrow piled with branches. In the raised beds, the swiss chard plants—pink, yellow and green—quiver in the rising storm.

It’s a busy Saturday morning at Garden for the Environment, GFE.

Located at Seventh Avenue and Lawton Street in the Inner Sunset, GFE is not your

average community garden. More specifically, it’s San Francisco’s teaching garden, dedicated to training the next generation of organic gardeners to use regenerative methods.

“The term ‘sustainable’ is so over-used these days,” says Trina Lopez, the adult programs manager at GFE and an American Cinema professor at City College. Sustainability implies merely maintaining the status quo.

She prefers to brand GFE’s organic methods as regenerative, or “making things better than they were when you started.” To Lopez, gardening for the environment means reversing climate change by restoring soil health.

Through composting, drought-tolerant

planting, rainwater harvesting and integrating natural pest control, GFE teaches the basics of gardening with an ecological awareness around the process.

Forty-four weeks of the year, there’s a Saturday morning workshop at this two-block stretch in the Inner Sunset. The classes range from DIY Drip Irrigation to Growing a Succulents Garden to Urban Chickens.

All workshops are inexpensive or free, with the majority funded by a joint grant from the San Francisco Public Utilities Commission and the San Francisco Department of the Environment.

Anyone who wants to learn is invited, even urbanites who simply want to grow a pot of basil on their window sill. More





*In a "compost assembly line" volunteer Kate Cragg, left, cuts branches headed for the compost bin, while the adult programs manager, Trina Lopez, right, piles up fresh cuttings from an overgrown shrub. Compost education has been at the heart of Garden for the Environment since it opened in 1990.*

serious gardeners can apply to GFE's flagship GetUp! Program, which has taught the fundamentals of gardening and composting since 1996. Elementary and high school students attended 35 field trips last year.

Many visitors come just to take a stroll.

"The garden is the teacher for our students, but it's also advocacy," says Hilary Gordon, 66, and GFE's retired Garden Guru. "We want to show people that drought-tolerant plants can be as beautiful or more beautiful than your roses, your camellias and your petunias."

Gordon began her formal training as a gardener at City College's Ornamental Horticulture department in 1984, before it was renamed the Environmental Horticulture department. A self-described hippie, Gordon says, "One of my teachers (at City College) told me if you didn't spray your roses with pesticides, your

client would find someone who would."

Gordon, a professional landscaper, has been the de-facto garden architect at GFE since the early 1990s, back when it was a maze of weeds "as high as an elephant's eye" on a sandy hill.

The grassroots nonprofit San Francisco League of Urban Gardeners—dubbed SLUG—founded GFE. The now-defunct organization was dedicated to maintaining community through gardening and managed over 40 neighborhood plots across the city. When GFE was all but a half-acre of sand, SLUG volunteers planted the now-colossal monterey cypress that anchors the garden still.

"The term 'sustainable' is so overused these days."

- Trina Lopez

SLUG dissolved in July 2003, leaving the future of GFE to the wind. Four SLUG members faced with losing their jobs—Sébastien Bacharach, Stacey Parker, Amy Zavora and Carey Craddock—managed to procure the garden's financial backing directly from the San Francisco Department of the Environment through a fiscal sponsor, the Haight Ashbury Neighborhood Council.

"Everything we did was funded by one 'waste management' grant. That's the only



*Hilary Gordon, center right, is the retired garden guru at Garden for the Environment. She's been the resident plant expert there since she started volunteering in the 1990s. Helen Wong, bottom third from right, instructs a new volunteer on how to harvest kale. Living just a few blocks away, Wong has been coming with her family to volunteer at the garden since 2015.*





*St. Gabriel School fourth graders Ruby Yee, 10, left, and Bella Dulun, 10, right, hold hands while climbing the 28 steps to the Garden for the Environment's eastern ridge with their class.*

reason we were able to keep the garden going,” says Bacharach, who served as the director until 2005.

The San Francisco Parks Alliance stepped

“If you decide that you’re interested in learning how to grow and you’re in San Francisco, Garden for the Environment is easily your best option.” - Eli Zigas

in as fiscal sponsor in 2012, says Maggie Marks, GFE’s current director.

Now a paid staff of four oversees around 760 volunteers a year. Every Wednesday and Saturday, they pull out tenacious oxalis weeds, turn the compost pile, and harvest a produce box for Larkin Street Youth Services’ transitional housing residents.

The majority of the garden features drought-tolerant plants designed to thrive in San Francisco’s cool, mild climate. In



*From left to right, Fiona YanHong Tan, Lauren Wong and Tyler Wong prepare a vegetable bed for a new crop by aerating the soil. Tan is a 2018 GetUp! graduate Lauren Wong and Tyler Wong are siblings who have been regular volunteers for the past four years.*

the water-wise demonstration garden, each drooping chandelier on the flowering currant holds dozens of tiny pink blossoms, attractive bait for three hives of resident honeybees. Gordon designed this section so that something is always in bloom, no matter the season.

A smaller portion of GFE is devoted to backyard-friendly, albeit water-intensive, vegetable production. Twenty vegetable beds produce 500 pounds of organic produce each year.

In the same space of a lawn, a small





Theresa Timtiman, left, and Noah Goldstein, right, explore worm castings, which are like black gold to the gardening community. Worm composting is a way for apartment dwellers to turn fruit and vegetable scraps into organic fertilizer.

vegetable plot can grow a row of beets, enough to feed a family. It's the future of gardening that Gordon would like to see replace "every untended little corner of dirty sand, covered with cigarette butts" in San Francisco.

A wooden crossroads sign sits in the center of the garden hinting at GFE's larger influence in the Bay Area urban agriculture scene, with arrows pointing to Full Belly Farm, Urban Sprouts, and Education Outside, among other eco-organizations.

GFE's GetUp! program, which graduates organic gardening and composting instructors after a three month training program, has alumni seeded across the city. 2002 GetUp! graduate Eli Zigas went on to become the Food and Agriculture Policy Director at the San Francisco Planning and Urban Research Association, SPUR.

"If you decide that you're interested in learning how to grow and you're in San Francisco, Garden for the Environment is easily your best option," Zigas says.

2015 GetUp! graduate Sam Wilder went on to become the program manager at the Garden at the newly renamed baseball stadium Oracle Park, a living classroom that features garden beds alongside aeroponic herb towers.

"It's really special to me that I can take the lessons learned from GFE and now teach those to 1,000 kids a year," says Wilder, who

now hosts youth field trips as well as adult tours of The Garden at Oracle Park.

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It's the first sunny GFE volunteer day in weeks and Angelo Figone, 70, has come to plant his spring dahlias.

"They're kind enough to give me this," he says, pointing to a small plot scattered with 6-inch holes freshly dug with his bare fingers. Each hole contains a wooden stake

and what looks like a shriveled potato.

Crouching on his knees, he points to pink "eyes" the size of a pinprick on the tubers, each of which will grow into a flower the size of a dinner plate when planted.

"GFE is a great community of educators and people trying to create the next generation of gardeners, planting the seeds for more green." - Sam Wilder

Figone has saved these dahlia tubers over the winter in his garage, waiting to plant them in the spring. One particularly gnarled specimen, the "Large Yellow Orange" saved from his dahlia-loving German grandfather, dates back to 1956—making it over 60 years old.

GFE has deep roots in the city, which reach far beyond the two square blocks of its home in the Inner Sunset. Every day there's something new blooming, depending on whose hands are in the soil.

GetUp! program alumnus Wilder says, "GFE is a great community of educators and people trying to create the next generation of gardeners, planting the seeds for more green."



Grace Kahle, 10, explores a worm bin. Crawling on her gloved hand is an *eisenia fetida*, commonly known as a red wiggler. Worms are an important part of composting. "They're like mini snakes and snakes are adorable," Kahle says.





Staff member Lisette Montalvo, center, leads an arts and craft project with the girls in the pink room at Mission Girls. They are making Easter bunnies out of construction paper.

# MISSION GIRLS

An after-school program in the Mission District helps girls of color thrive

Story by Ana María Hernández & Janeth R. Sanchez

Photos by Janeth R. Sanchez

School's out, and six girls rush to swing open the blue door of a colorfully painted building on the corner of 24th and Harrison. Ruby, Vanessa, Carmen, Alma, Amy and Yoana rush up to the second floor laughing and running in the stairwell, eager to join a bigger group of girls for homework time.

The building is home to one of the Mission District's oldest and most

established community programs, Mission Girls. A brightly colored mural covers the outside wall, proclaiming, "Once a Mission Girl, always a Mission Girl."

The program is dedicated to the women and girls who live in the Mission District. Mission Girls is devoted to enriching critical thinking and leadership skills, while instilling resilience. Priority is given to girls of color, who often need more

support.

"I feel safe here. I like that there are only girls, and the maestras (facilitators) are very kind," says Angeline Escobar Marín, 8, in Spanish. She came to the U.S. with her mother, Keyling Marín, two years ago from Nicaragua.

Keyling, who works two jobs as a waitress and cook, says the program is a lifesaver. "I can't leave my job to go get Angeline

at school, but they pick her up and help her with homework, which is a relief," she says.

Mission Girls sprung from the work of early 20th century activists and sisters Rachel and Eva Wolfsohn, who in 1897 established the Girls Club of San Francisco. It was originally a settlement home dedicated to breaking the cycle of pover-

Center, have joined them under the same umbrella. Today, they make up the Mission Neighborhood Centers, which includes Mission Girls.

Three of the 12 staff members were Mission Girls themselves. They all act as big sisters and speak Spanish with the girls and their families. In order to work there,

first?" Angeline replies.

"Go ahead," Mercado says, nodding with a big smile.

"Me gusta la leche" I like milk

"Me gusta el café" I like coffee

"Pero más me gustan" But most of all I like

"Los ojos de usted" Your eyes

"Wow! That's really cute," Mercado says, laughing.

Across the room, Melanie Cruz, 6, counts yellow pieces of paper to solve her subtraction and addition homework with group facilitator Celeste Robleto.

"This one is easy," Robleto says in Spanish, "What's 13 - 3?"

Cruz pauses, moves the little papers from one small batch to another and says, "10!"

After about an hour, most of the girls have done their homework and had a snack, when a loud voice breaks the din

Mission Girls agreements: respect each other, have fun,  
be honest, don't yuck my yum, have empathy, be mindful  
of each other's space and sisterhood.

ty among women and their daughters through cultural activities, social events and education.

In 1942, the Girls Club of San Francisco teamed up with the Mission Community Center, which offered services for boys. Since then, two other community centers, Precita Valley and Mission Family

they receive extensive training during the summers and are encouraged to get an Early Childhood Education certificate.

"Are you good with your homework, or do you need help?" Tirsia Mercado, a Child Development student at City College and staff member, asks Angeline.

"I need help, but can I read you a poem



Girls sit down for circle time around staff member Tirsia Mercado, who takes attendance and then presents the question of the day: "What would you like to learn to cook at the center?"



of the room: “All right ladies! When I say Mission, you say girls!”

“Mission.”

“Girls!”

“Mission.”

“Girls!”

The voice belongs to staff member Liset Gutierrez, a 19-year-old former Mission Girl and current City College sociology student. Gutierrez asks the group to clean up the space and then leads them to form a circle in the adjacent pink room where a handmade poster reads:

“Mission Girls agreements: respect each other, have fun, be honest, don’t yuck my yum, have empathy, be mindful of each other’s space and sisterhood.”

During circle time, the girls check in and are encouraged to share their feelings or answer the question of the day, which could be anything from “What’s your favorite food?” to “Mention something that upsets you.”

The group splits in two, with the middle

school girls staying in the room to make fundraising posters and the younger ones moving to the kitchen to prepare for their culinary class. They will learn how to make spaghetti with garlic bread.

Mission Girls runs three different programs. The after-school program provides

“I know that here she’s  
going to get that girl  
empowerment and learn  
to show love for other  
young women.”

- Rosa Baltodano

school pick-up, homework assistance and interactive workshops for girls ages 8-14 years old.

A second program, Real Arising Issues Creating Empowered Students, RAICES, provides meals and facilitates a safe space

for girls attending middle and high school. They can express their needs and concerns about anything from self-care to difficult relationships.

“I think the biggest impact is giving them the platform to be confident about being a girl, to speak up for themselves, to try to figure things out, to be more proactive and not being afraid of using their voice,” says Robleto, a group facilitator for the RAICES program.

The third program, Young Queens on the Rise, is a case-management program for young women who have been in the juvenile system or are “at-risk.” Participants are encouraged to attend weekly enrichment events, speak up and build sisterhood within their community. The program provides “safe alternative choices” like Friday movie nights.

“All of the work we do with our youth participants is through a trauma-informed lens, with methods focused on restorative justice and harm reduction,” says Gloria Dominguez, the Mission Girls site



Staff member Simone Bremond, center, helps from left to right, Ella Blair, 8, Janette Barrios, 7, Vanessa Rodriguez, 10, and Yoana Burboa, 9, do an arts and crafts project.





Ariela Garcia, 9, right, waits for staff member Liset Gutierrez, left, to tell her when to add parmesan cheese to the pot of spaghetti, while Tatiana Ortiz, 10, center, holds it. Cooking is one of the regular weekly activities at Mission Girls.

coordinator.

When a girl displays inappropriate behavior—like bullying, gossiping or making another girl feel unwanted—rather than receiving punishment, she is encouraged to talk it out in a healing circle to get to the root of the issue and restore harmony. “It’s our job to show them healthier ways of processing their emotions,” Dominguez says.

Mission Girls has served generations of families. Rosa Baltodano became a Mission girl when she was 8 years old. When she outgrew the program at 14, she became a youth mentor and took part in the creation of Young Queens, where she worked until she was 18 and expecting her first child. Now at 34, she picks up her youngest daughter Malamalama (Lama) Faituala, 7, who joined Mission Girls last year after participating in the summer program.

“We don’t live in the Mission anymore, and her school isn’t here either. She needed something just to tie her back to my roots,” Baltodano says. “I know that here she’s going to get that girl empowerment and learn to show love for other young women.”

The program offers teenage girls an opportunity to become summer interns, which offers a stipend of approximately \$500 for about three months of work. It

instills in them a sense of independence and responsibility.

Mission Girls has been in the same corner building since 2003, but by next December, they’ll be forced to move. The center will have to pay rent for the first time since its creation.

The property was sold last February to Mercy Housing California to make room for a new affordable housing facility for low-income seniors. Dominguez, as the

site coordinator, leads the staff in fundraising efforts and its search to find an affordable new location.

“It’s our job to show them healthier ways of processing their emotions.”

- Gloria Dominguez

“Our after-school program has always been free. We’ve been really blessed and privileged to not have to pay rent here, but when we move there’s a possibility that we might have to shift into being a charging program,” Dominguez says.

“We pride ourselves on being accessible and providing services at an accessible rate for community members who really need them.”

Around 5:15 p.m. some of the parents come to pick up their girls. Others won’t show up until 6 p.m. Mercado always has sweet and caring words for the girls, especially those who stay late. As the last mother arrives to pick her daughter up, Mercado says, “Adiós chiquita, cuidate, te amo,” which translates to “Bye bye little one, take care, I love you.”

To make a donation to Mission Girls, contact Gloria Dominguez at: [gloria.dominguez@mnscsf.org](mailto:gloria.dominguez@mnscsf.org)



Above: Yoana Burboa, 9, left, helps Amy Rodriguez, 6, right, with her math assignment during homework time which begins just after they arrive and have a snack. The two girls were working on “greater than - less than” exercises.

Next Page: Fatima Barrera, 8, reads “All’s Faire in Middle School” in the purple room after completing her homework.







*Designer Sam Shan laughs as he recalls his early design work. He and his partner recently moved from San Francisco to Mendocino, California.*

# \$TITCHING SUCCESS

**Fashion department launches students into a competitive industry**

Story by Daniel Murphy | Photos by Janeth R. Sanchez

A whirl of voices fills the City College fashion production classroom as students shuffle in with bags under their eyes and tired smiles. They sport flashy outfits and chat about the upcoming fashion show. A few yank their handmade sample garments out of dry-cleaning totes to present to the class.

Natalie Smith, the acting fashion department chair, sits at the head of her classroom greeting students

and complimenting outfits. Kamille Hitz, the former department chair, strolls into the classroom minutes before presentations begin. Hitz sports a fading purple dye in her hair and a grin. Heartfelt hellos and warm smiles welcome her. She sits, the room quiets and all is in order.

Students present their projects for critique and hang onto every word Smith and Hitz say. Smith's critiques are measured and practical. She asks each





*Instructor Natalie Smith, center, explains runway logistics for the upcoming fashion show during FASH48, the fashion show production class, which meets at the Downtown Center.*

student what they want to produce for the show and what size model they envision wearing their work.

Hitz's critiques are detailed and less conventional. As students present colorful garments, she uses her seasoned eye to suggest how to improve each one. The process is the classroom version of a bonafide fashion line production pitch.

Smith's class is working toward the May 19 biannual fashion show held at the Diego Rivera Theatre at Ocean Campus. She and Hitz lead the department faculty and students through demanding days and nights of preparation.

The materials and designs are as varying and complex as their student creators. They are part of an influx of new faces in a traditionally homogenous fashion industry.

"Kamille made sure students that might not have naturally felt there was a place for them in the fashion department or in the fashion industry know that we were holding a space for them," says Tony Bravo, style

reporter for the San Francisco Chronicle and part-time instructor in the fashion department.

The program is a training ground that mimics the real industry for students willing to put in the grueling effort. And this work ethic pays off—the department has planted successful creatives in fashion for decades.

*"I did not just take  
them as teachers,  
but as mentors."*

*- Sam Shan*

It offers several certificates and an associate degree in both fashion design and fashion merchandising.

The Academy of Art awards four deserving City College fashion department

students full two-year scholarships. Fashion show participants are eligible; three design students and one merchandising student are chosen each year.

The scholarships have been in place for at least a decade, thanks to a relationship between the former chair Diane Greene and the Academy of Art, but Hitz took it a step further. She pushed for more transfer credits to be accepted by the Academy. As a result, dozens of students have had the opportunity to study fashion there who otherwise could not have afforded to.

Designer Sam Shan took classes at City College for three years, showing collections in the biannual City College fashion show from 2014 through 2016. He won a scholarship and earned his Bachelor of Arts in fashion design at the Academy.

Shan designed womenswear at City College but at the Academy focused on childrenswear, working with even brighter colors and bolder patterns. "I wanted to do something that really reflected me," he says.



Former Fashion Department Chair Kamille Hitz.  
(Photo from the City College website)

Shan works to keep his line sustainable, which is essential to attracting buyers.

“The Bay Area has been the leader in thinking about all of the stuff we produce, what happens to deadstock, what happens to huge bolts of synthetic fabric and what happens to the old clothes we no longer want,” Bravo says.

Shan uses a local factory that employs local talent, but in terms of production, the cost of manufacturing in the Bay Area becomes unsustainable for a small company like his. “Making a jacket locally can cost between \$60 to \$80,” he says.

Shan cannot raise the price too much above production cost or the product won’t sell. Yet if he keeps prices low, he won’t make enough to afford San Francisco’s high cost of living. He chose sustainability over profit.

Recently, Shan and his partner moved to Mendocino. He admits the distance makes it difficult to compete in the San Francisco fashion scene, but he thinks he can afford to pay the premium for the sustainable clothing by selling the line through his website instead of a traditional brick and mortar store.

Social media platforms like Instagram and Snapchat have democratized the industry over the last five to 10 years, Bravo says.

Recent innovations not only make it easier and more efficient to run a business online, but also make the industry faster, Shan says. Now a younger and more diverse pool of emerging talent like Shan has a

space to display its work and have it seen.

City College alumna Shea English chose a less academic path than Shan. Fresh after her first true fashion show experience at City College in 1997, English was in the process of transferring to San Francisco State University, SFSU, for her bachelor’s degree

formative years,” Bravo says.

Students leave the City College fashion program well-prepared and with a deep connection to the school, thanks in part to the strong faculty. “I did not just take them as teachers, but as mentors,” Shan says. “City College is kind of like my family.”

“I miss her laughter.

Her laughter was infectious.” - Natalie Smith

when she landed a summer internship at Gap. Two weeks before starting at SFSU, Gap offered her a full-time position.

She called her mother, who said, “Just go for it.” English took the job and never looked back. Twenty-two years later, her resume now includes that three year stint with Gap working in men’s merchandising and a styling position at Levi’s.

After having a child in 2002, English started her own freelance styling business. “I did not want to go back to corporate full time,” English says. “Sixteen years later, I’m still going.”

She returned to Gap as a brand stylist part time, advising and designing outfits for advertisements, but continues to run her styling business and consults for fashion startups.

English’s choice to jump right in is common. Bravo took only one class at City College, taught by Sylvia Rubin, in fashion journalism and public relations. He now guest teaches that same class about a decade later. “Sylvia was the style editor at the Chronicle. I read her for many of my

Hitz taught at City College for over 12 years and was the department chair for two. On Feb. 17, she died of liver cancer. The City College fashion community was stunned to lose their dedicated leader.

“She was essential,” Bravo says. “Her advice was not only helpful—it was inspiring.”



Nina Vo, right, assists Sophia Marie Poulos, left, with a piece of Poulos’s collection during FASH48, the fashion show production class at the Downtown Center.





Personal stylist Shea English, right, offers suggestions to her client Raj Kalapatapu, left, while they shop for shoes at Wilkes Bashford. Kalapatapu was shopping for casual streetwear.

Students, faculty, alumni, friends and family mourned Hitz's death at a public memorial and celebration of life at F8, a dance club that Hitz frequented. The City College fashion show in May will be dedicated to Hitz.

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"I miss her laughter. Her laughter was infectious," Smith says.

The department has finished the semester strong while coping with its loss. Smith was slated to officially take the position of department chair in fall but assumed the role early with grace and ambition.

On a Tuesday evening at Downtown Center, a punchy bassline drills through the thin classroom walls. Eager prospective

models adjust their heels, hair and street-wear for an audition walk.

"Kamille made sure students that might not have naturally felt there was a place for them in the fashion industry knew that we were holding a space for them."

- Tony Bravo

Designers feverishly jot down models they believe will best fit their looks. Each canters down the makeshift runway. Between parted desks and scrupulating eyes they pose and dash back into the downtown ratrace of the city.

"We're in full production mode," Smith says. With the fashion show less than a

month away, there is no time to waste. The designers and all members of the

department understand the significance of this particular show.

"Hitz will be deeply missed," Smith says. "She put her heart and soul into her work until the very end." Fashion students will continue in the same vein as Hitz through their passion for the craft, and success on the runway.



# FALL 2019 JOURNALISM CLASSES

Classes start August 19, 2019. To register for courses go to [www.ccsjournalism.com](http://www.ccsjournalism.com)  
For more information call (415) 239-3446.

## Jour 19: Contemporary News Media

**76160 001**      **Lec. T R**      **09:40 – 10:55 a.m.**      **HC 207**

**3.0 units**

**Gonzales**

Introduction to modern mass communication, with an emphasis on development of news media, analysis of the credibility of the media and its impact on daily life.  
*CSU/UC*

## Jour 21: News Writing and Reporting

**76162 001**      **Lec. T R**      **11:10 – 12:55 p.m.**      **HC 267**

**3.0 units**

**Gonzales**

Techniques of newspaper reporting, developing and writing a news story, training in information gathering and interviewing sources.  
*PREREQ.: ENGL 93 or ENGL 95 or ENGL 88 or ENGL 88A or placement in ENGL 96 or ENGL 88B*

## Jour 22: Feature Writing

**72111 551**      **Lec. T**      **6:30 – 9:20 p.m.**      **Mission Center/Rm. 217**

**3.0 units**

**Staff**

Fundamentals in feature writing for magazines and newspapers with special emphasis on profile and interpretive news features. Practical experience in interview and in-depth research techniques. Training in how to write a freelance story for publication.  
*PREREQ.: ENGL 93 or ENGL 95 or ENGL 88 or ENGL 88A or placement in ENGL 96 or ENGL 88B*

## Jour 24: Newspaper Laboratory

**76882 001**      **Lec. M W F**      **12:10 – 1:00 p.m.**      **BNGL 615**

**3.0 units**

**Gonzales**

Beginning newspaper laboratory course focused on the publication of the college newspaper The Guardsman. Provides a practical understanding of the various elements involved in producing a newspaper. *ADVISE: JOUR 21. CSU*

## Jour 29A: Intro Magazine Editing & Production

**78546 551**      **L/L M**      **6:30 – 8:20 p.m.**      **Mission Center/Rm. 217**

**3.0 units**

**Lifland**

An introduction to the process of creating a magazine publication. Students work as part of a staff of writers and photographers, focusing on writing and photographing feature stories suitable for publication in the campus magazine.  
*ADVISE: JOUR 21 or JOUR 22 or JOUR 37*

## Jour 29B: Etc. Magazine B

**78973 551**      **L/L M**      **6:30 – 8:20 p.m.**      **Mission Center/Rm. 217**

**3.0 units**

**Lifland**

An intermediate exploration into the process of creating a magazine publication. Students work as editors focusing on editing content suitable for publication in the campus magazine. They participate in the editorial and production process and develop the skills required for publishing a campus magazine.  
*ADVISE: JOUR 29A*

## Jour 29C: Adv Magazine Editing & Production

**78974 551**      **L/L M**      **6:30 – 8:20 p.m.**      **Mission Center/Rm. 217**

**3.0 units**

**Lifland**

An advanced exploration into the process of creating a magazine publication. Students work in management positions focusing on leading a staff in producing content suitable for publication in the campus magazine. They facilitate the editorial and production process and develop the skills required to manage the publication of a campus magazine. *ADVISE: JOUR 29B*

## Jour 31: Internship Experience

**72312 001**      **Exp**      **HOURS ARR**      **BNGL 615**

**2.0 units**

**Gonzales**

Supervised on-campus or off-campus employment in a branch of journalism or a closely allied field.  
*ADVISE.: JOUR 24, Repeat: Maximum credit: 4 units*

## Jour 37: Intro to Photojournalism

**76939 551**      **Lec. W**      **6:30 – 9:20 p.m.**      **Mission Cenrter/Rm. 217**

**3.0 units**

**Lifland**

Emphasizes concepts of photojournalism such as news and feature photography. Assignments will involve photographing people and visual storytelling at a level appropriate for publication such as in campus publications. Access to Single Lens Reflex (SLR) digital or film camera required.  
*ADVISE: PHOT 51 or demonstration of equivalent knowledge. CSU*





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